

AGI	Regal Coller	Week of: 9-26-16
Day	In Class	Assignments
<p>Tuesday 9-27</p>	<p>Focus Question: How would you describe the relationship between bridge strength and bridge length?</p> <p>Assessment FOR Learning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Finish and make corrections to your homework (p. 26 #35) <input type="checkbox"/> Complete form to access digital resources <p>TWMM Problem 1.2 (p. 10-11 A-D)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Launch: More about bridges & noise in data <input type="checkbox"/> Vocabulary (back of agenda) <input type="checkbox"/> Explore: Problem 1.2--Work with your seat partner. <input type="checkbox"/> Summarize as a class--accountable talk <p>Reflection Questions:</p> <ol style="list-style-type: none"> 1. What is the relationship between bridge length and bridge strength? How can you tell? 2. How can you tell from your data table whether the graph of the data will be linear or not? 3. What would it mean in this situation if the your data points were on or below the x-axis? 4. Would that make sense? Why or why not? 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete any work not completed in class. (Due Th) <input type="checkbox"/> Required ACE assignment (Due Th): p. 15 #1 p. 20 #9-10 p. 22-23 #14-26 p. 25 #33
<p>Thursday 9-29</p>	<p>Focus Question: How can you predict if a pattern between variables will be linear or nonlinear?</p> <p>Assessment FOR Learning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check and make corrections to your homework <p>TWMM Problem 1.3 (p.12-14 A-D)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Launch video <input type="checkbox"/> Explore: Problem 1.3--Work with your seat partner. <input type="checkbox"/> Summarize as a class <p>Reflection Questions</p> <ol style="list-style-type: none"> 1. 1. Compare and contrast graphs from 1.1 and 1.2. Be specific. 2. What are the major similarities differences between Problem 1.3 and Problems 1.1 and 1.2 data? 3. How do you explain WHY the differences occurred? Hint: Data discussion from Tuesday. 	<ul style="list-style-type: none"> <input type="checkbox"/> ACE 1 #3-6, 27-31,36. This assignment starts on page 15. (Due Tu)

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Friday 9-30	Focus Question: How do the graphs of all classes' data compare? <u>TWMM Investigation 1</u> <input type="checkbox"/> Investigation 1 Gallery Walk--All class graphs from Investigation 1 will be on display. Pose questions, insights and comments based on your observations. Record these in your spiral notebook. <input type="checkbox"/> Mathematical Reflections 1 (spiral notebook)	<input type="checkbox"/> Complete any work not completed in class. (Due Tu) <input type="checkbox"/> Have a great weekend!
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To access digital resources (after your data has been uploaded by Mrs. RC):

<http://MyMathUniverse/CMP3>

Video resources do not require login.

ACTIVEBook digital text requires login to "Student Place."

For most students this is your usual username; password is D followed by your lunch account number (no space between the uppercase D and the number)

Vocabulary:

Term + Definition + Example

- Statistics (as a discipline)--will discuss in class
- Noise in data--will discuss in class
- Signals in data--will discuss in class
- Non-linear relationship

Problem 1.2

- two geoboards of the same thickness (keep covers on them)
- small paper cup
- approx. 50 pennies per group
- 11×4.25-inch strips of paper--measure and cut to lengths indicated (4,6,8,9, & 11 inches)
- graph paper (one per person)
- spiral notebook
- rulers (one per person)
- scissors (one per person)

Problem 1.3

- Centimeter grid paper (2 sheets per person)
- Lined paper (2 sheets per person)